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AUTHOR Beasley, Augie E.; Palmer, Carolyn G.
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ABSTRACT

Based on the premise that coordination of media resources with the curriculum involves the cooperation of teachers and library media specialists, this guide is designed to enhance both cooperative planning and communication. It contains: (1) six media and curriculum coordination case studies portraying typical scenarios faced by classroom teachers and media specialists; (2) a consideration of the media and curriculum coordination concept, including definition and interpretation of the concept, a list of strategies for compiling information on coordination activities, and a list of guidelines for implementing coordination; (3) specific examples of coordination between media specialists and classroom teachers in various subjects; (4) a list of services, resources, and ideas to support students who are creating projects; (5) a sample lesson plan requiring significant media center support and templates for designing lessons and units; (6) media center plan sheets and requests for videotaping services; and (7) a 14-item media and curriculum coordination bibliography. (GL)

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WORKING TOGETHER

FACILITATORS:

AUGIE E. BEASLEY

CAROLYN G. PALMER

MEDIA SPECIALISTS
EAST MECKLENBURG
CHARLOTTE, N.C.

September 1983

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WORKING TOGETHER

Working together effectively requires a conscious and continuous effort. Every contact between teacher and media specialist, whether direct or indirect, forms an impression that will either enhance or damage the working relationship. Each must constantly reassess the planning process (formal and informal), as well as the communication process (written and oral).

To expect cooperation from each other, the media specialist and teacher must also practice cooperation. Teacher and media specialist must constantly develop skills in human relationships respecting the standards of the other but retaining his/her own professional values. Cooperation is a gradual thing——beginning with an individual, moving to a small group, and culminating with the cooperation of all members of the instructional program.

MEDIA/CURRICULUM COORDINATION
MINI-CASE STUDIES

CAPSULE I--THE DAY OF THE MONK

During a class's visit to the media center, a student approaches the media specialist for help in locating information on the day of the monk. The media specialist is not quite sure of what the student needs and questions the student about the request. The Student doesn't know anything else about the assignment or even what period of history they are studying. The media specialist sees that the teacher is busy with another student at the moment; therefore, she begins searching for a special day of observance for the monk. Shortly, another student asks for help in locating information about the affair of Abelard and Heloise. The media specialist, realizing how silly she has been, laughs to herself and refers this student to a book on the Middle Ages that contains information on Abelard and Heloise. She then begins looking for information about the monk in the Middle Ages. Later, when the teacher is free to talk with the media specialist, she learns that the exact topic had been to report on a day in the life of the monk. Information is found and the student is happy, but due to lack of time, she must come back at lunch to complete the assignment.

The teacher had signed up for the media center a few days in advance but had not informed the media specialist of what the class would be studying. The only information he was willing to volunteer was that students would be researching a short report.

REACT TO THIS SITUATION. Consider the central problem in the situation, the feelings of the student, the teacher's role, and the media specialist's role.

CAPSULE II--THE SEARCH FOR BIOMES

The telephone rings and Mrs. Moore, one of the biology teachers, asks Mrs. Gregg, the media specialist, if she will sign her classes up for the library on the following day. Mrs. Moore says that she realizes that it is short notice, but could Mrs. Gregg pull materials for her class on biomes. Mrs. Gregg, unfamiliar with the term, asks Mrs. Moore what specific topics the students will be studying. Mrs. Moore says that she has to get back to her class but she will try to jot down some topics and send her a list. She adds that generally they will be looking for information on desert and

mountain life, jungles, etc. Mrs. Gregg doesn't feel comfortable about the topic and doesn't have much time during the day to search for these materials. Mrs. Moore fails to send the list; therefore, Mrs. Gregg does her best to pull materials which will fill this request. However, when the students arrive the next day, she realizes that many of the topics that the students are researching are not covered in the materials that she has pulled. Students, Mrs. Moore and Mrs. Gregg spend much of the period searching for information. Mrs. Moore assures the media specialist that she understands that she did the best she could with such short notice and that she appreciated her effort. However, it is clear that everyone involved is very frustrated.

REACT TO THIS SITUATION. Consider the central problem, the teacher's request, the media specialist's role, and the result of the class's visit.

CAPSULE III--THEY WERE ALL CHECKED OUT THIS MORNING.

Mrs. Rush signs up for a day in the media center. She tells Mrs. Roberts, the media specialist, that the students will browze and check out a book for a report. When the first class arrives, Mrs. Roberts learns that they have a list and must read a book from the list. The books must be historical fiction about the era of the American Revolution or a nonfiction title which pertains to the American Revolution. Mrs. Rush has five classes reading from the list. By the time the third class arrives, the available titles have decreased and students are having a great deal of difficulty finding a book. Students complain that the media center never has anything they want and Mrs. Roberts keeps repeating that most of the titles in which they are interested were checked out that morning.

REACT TO THE SITUATION. Consider the central problem, Mrs. Rush's assignment, and the media center's lack of available titles for all the classes.

CAPSULE IV--YOU DIDN'T KNOW WE HAD IT.

Mrs. Jordan, the French teacher, and Mrs. Rogers, the media specialist, are talking in the lounge with a group of other teachers. Mrs. Jordan comments to Mrs. Rogers that she has just finished a unit which focused on French painting and architecture and that she was thinking how much more effective it would have been if she had been able to show them slides or a filmstrip to give them a better understanding of the unit. Mrs. Rogers quickly replys, "Oh, you didn't use our new filmstrip set on French culture. It includes a filmstrip on both those topics." Mrs. Jordan says that she is very disappointed that she didn't realize the media center had the set. It would really have helped. Mrs. Rogers says that it was received at the end of the last school year. She had specifically ordered it for the French classes.

REACT TO THE SITUATION. Consider the central problem, the teacher's role, and the media specialist's role.

CAPSULE V--TOO MANY MEETINGS.

Mrs. Cornell, head of the English department, tells Miss Helms, the media specialist, that the English department will be planning some new units for the following year in science fiction, fantasy, and mystery literature. They will be discussing these units in their meeting on Thursday. She suggests that she attend the meeting to suggest titles for inclusion as well as to get some ideas for ordering. Miss Helms quickly replys that Thursday is one of her few free afternoons, and she believes that she will just skip this meeting. She would like one afternoon for herself. Mrs. Cornell says that she doesn't blame her that she has something almost every afternoon also. Miss Helms says to let her know what they will need.

REACT TO THE SITUATION. Consider the teacher's request and the media specialist's reply.

CAPSULE VI--OUT-OF-DATE.

Mr. Winslow, a new vocational teacher, comments to Mrs. Allen, the media specialist, that he is very upset that most of the materials in his subject area are very out-of-date. He says he was very disappointed that the OCCUPATIONAL OUTLOOK HANDBOOK has a 1970 copyright. He asks her if she could possibly place an order for some materials, print and nonprint in this area. Mrs. Allen replys that the vocational department never really uses the media center; therefore, she hasn't kept the materials up-to-date. She adds that there isn't any available money at the present, but she will consider his request for the next year.

REACT TO THE SITUATION. Consider the teacher's complaint and the media specialist's response.

MEDIA/CURRICULUM COORDINATION

I. DEFINITION OF CONCEPT

Coordinating or integrating media with curriculum means combining media skills, media resources, and media services with instructional program.

When the media program is coordinated with the curriculum, the media program is in the mainstream of the instructional program. "The mainstream" would include media skills being taught initially or being reinforced in conjunction with classroom instruction; students have reason, time, convenient access, and space for using all materials; media specialists help teachers decide how, when, where, and what materials to use in instruction; and media specialists become a member of the teaching team by helping students locate, select, interpret, use, and produce materials in learning.

II. INTERPRETATION OF CONCEPT

A major challenge is the continuous need for helping classroom teachers and administrators understand the potential of the media program that is in the mainstream of the instructional program. Interpreting and demonstrating media/curriculum coordination is a major factor in achieving success in a media program.

III. COMPILATION OF INFORMATION

A. Ways to find out what's happening in the classroom.

1. Media specialist meets with committees--media advisory, grade level, curriculum, subject departments, etc.
2. Teachers share lesson plans with media specialists.
3. Media specialist sends plan sheets to teachers.
4. Teachers and media specialists talk informally.
5. Media specialist sits in on classes.
6. Media specialist and teachers work together to make a time line.
7. Teachers and media specialists schedule time for planning.

B. Ways to determine media skills needs of individual students.

1. Evaluate media skills test results;
2. Evaluate achievement and/or competency test results.
3. Utilize media skill profile sheets for individual students.

IV. IMPLEMENTATION OF COORDINATION

A. Look for common denominators in compiled information to relate logically to specific skills
B. Develop a plan for media skills integration into the curriculum program

1. Select appropriate techniques—centers or stations, presentations by lecture and/or audiovisual aids, study sheets, hands-on experiences
2. Determine size of group—small, class, individuals
3. Formulate a method of evaluation
4. Consider most appropriate location—media center, classroom, other
5. Determine media specialist's and teacher's role—initial teaching, reinforcing, reviewing, etc.
6. Assess individual student needs for skills development

MEDIA/CURRICULUM COORDINATION

EXAMPLES OF COORDINATION

1. Teach dictionary skills in conjunction with any vocabulary study in any subject area being taught in the classroom. (Could use standard and/or specialized dictionaries)

2. Teach a group looking for poetry on seasons, etc. how to use GRANGER'S INDEX TO POETRY.

3. Teach how to make transparencies and how to use color effectively to students doing projects in conjunction with the study of the body systems in health/physical education classes.

4. Teach the procedures and techniques for taping an interview to students studying careers and occupations before students do a project interviewing and taping local community people in specific occupations. (Videotaping is also an excellent way to improve job interview skills for these students.)

5. Teach the use of READER'S GUIDE TO PERIODICAL LITERATURE in relation to the study of any current topic such as child abuse, anorexia, pollution, etc. (Subject areas--psychology, health, personal issues, history)

6. Teach a Dewey section, forms for footnotes, bibliographies, and outlines, etc. in conjunction with any classroom assignments in research activities.

7. Teach specialized materials with any subject area doing reports or projects.

8. Teach the skills of videotaping to any class (individual or group) before having a community resource person presenting to one class a demonstration that would be helpful for others to see--examples: someone churning butter (social studies), someone making a terrarium (horticulture or science), someone playing a musical instrument, etc.

9. Teach appreciation and value of "good" books and other media in a variety of ways including highlighting those that have won awards and the criteria for the award.

10. Teach the procedures and skills for creating slide/tape presentations to any group interested in creative ways to present materials. (Could also teach transparency-making, cassette taping, and videotaping.)

11. Teach academically talented or gifted students how to plan and develop learning centers as a means of presenting their research findings to other class members.

12. Teach students how to improve techniques in public speaking through videotaping.

13. Teach skills in using lettering devices (Wrico, Alphaline, Kroy headliner, Leroy) to any students using visuals for their presentations.

14. Teach any students doing research how to use human resource file (may be incorporated into card catalog), vertical file, and public library to extend their available resources. (Agencies are often an excellent source for current information on drugs/alcohol, youth services, child abuse, diseases, etc.). A telephone call may be all that is needed to receive their services.
EXAMPLE--Recently, a history student researching the history of the Salvation Army in a unit on the late 19th century was able to secure a pamphlet on the history of the organization form their local headquarters with just a phone call.

SPECIFIC EXAMPLES OF COOPERATIVE PLANNING BETWEEN THE MEDIA SPECIALIST AND THE SUBJECT TEACHER.

1. WORLD HISTORY--Current Events (ONE QUARTER)

Students:
. . . . . Plan videotaped newscast to present current events each week.
. . . . . Learn how to use lettering tools to design their credits.
. . . . . Learn to improve public speaking techniques and stage presence.
. . . . . Learn script writing.

2. VOCATIONAL CLASSES--Job Interview Skills
Students:
. . . . . Study job interview techniques in classroom.
. . . . . Participate in videotaped job interview conducted by community volunteer.
. . . . . View and critique their interview.
. . . . . Repeat interview.
. . . . . Improve skills after viewing their first interview.

3. SCIENCE/CHEMISTRY--Scientific Discoveries/Achievements
ASSIGNMENT--Students will research a scientist in relation to their discovery, theory, etc.

Students:
. . . . . Taught skills in using specialized reference sources.
. . . . . Taught skills in using READER'S GUIDE.
. . . . . Taught skills in using biographical sources--CURRENT BIOGRAPHY, MCGRAW-HILL ENCYCLOPEDIA OF WORLD BIOGRAPHY, DICTIONARY OF SCIENTISTS, ETC.
. . . . . Taught use of card catalog and Dewey section for locating information in vertical file, collected biographies, and 500's.
. . . . . Taught use of microfilm readers.

4. SCIENCE/BIOLOGY--Diseases

ASSIGNMENT--Student will research a disease, symptoms, cures, etc.

Students:

. . . . . Taught skills in using medical dictionaries and encyclopedias.

. . . . . Taught card catalog and Dewey areas, and how to use vertical file information and human resources for information.

. . . . . Taught READER'S GUIDE for many current topics--anorexia, Tay Sachs, sickle cell, aids, herpes, etc.

. . . . . Taught use of microfilm.

5. ENGLISH--Research Paper (Seniors)

ASSIGNMENT--Students will complete a research paper on the critical analysis of a British author's works.

Students:

. . . . . Taught outlining, forms for footnotes, bibliographies, etc. in classroom.

. . . . . Introduced to literary criticism in classroom and media center.

. . . . . Taught skills in using works containing criticism--CONTEMPORARY LITERARY CRITICISM, BRITISH AUTHORS, CRITICAL SURVEY OF LONG FICTION, MOULTON'S LIBRARY OF LITERARY CRITICISM, ETC.

. . . . . Taught skills in using READER'S GUIDE to obtain reviews of an author's works.

. . . . . Introduced to HORIZON index (Fine Arts magazine).

Media specialist develops a learning center on footnotes, bibliography, outlining, and other research related skills to reinforce individual learning.

6. COMPETENCY CLASSES--Unit on Reading Charts, Tables, Maps, etc.

. . . . . Use locally produced and commercially produced transparencies to work with group in interpreting charts, tables, etc.

. . . . . Teach skills in using atlases, geographical dictionaries, indexes, etc.

. . . . . Teach types of charts, maps, and tables. (Population, political, etc.)

. . . . . Prepare activities for students to reinforce skills learned in hands-on use of these sources.

. . . . . Develop learning center to reinforce skills for individual use.

7. FASHION MERCHANDIZING--Unit on Designers and Their Fashions

ASSIGNMENT--Student will research a designer's life and complete a project which will illustrate the fashions of the designer to other class members.

. . . . . Introduce students to biographical sources which would include information about designers.

. . . . . Teach use of READER's GUIDE.

. . . . . Teach transparency making for use in project preparation.

. . . . . Teach slide/tape producing skills for use in project preparation.

DESIGNING AND CREATING PROJECTS

The media specialist acquaints students with resources which are available for designing and creating their ppojects. The media specialist demonstrates these processes, etc. and suggests ideas for projects. Below is a list of services, resources, and ideas which may be included:

1. Fact Pac
2. Resource Packet
3. Transparency-Made filmstrip with cassette tape
4. Transparencies (Thermal)
5. Opaque enlargement (line drawings)
6. Learning Center—individual use—activities, etc. which convey information about topic
7. Slide/tape presentation (visual maker)
8. Video tape presentation (studio or porta-pak)
9. Phantom-line drawing
10. Kroy headliner-lettering for transparencies, etc.
11. Clip art files/notebooks
12. Laminating
13. Parallel bars
14. Tracing letters
15. Stencil letters
16. Ruler template
17. Alphaline lettering
18. Tracing template

UNIT: SCIENCE FICTION-SCIENCE FACT

FOCUS ON THE FUTURE

CONCEPT: We live in a dynamic world and the changes we face affect the way we interact with our environment. Speculations about changes and research to bring about change are significant topics for modern writers.

GOALS FOR THE UNIT:

The learner will:

1. Identify the common elements in science fiction literature.
2. Recognize the contributions of major science fiction writers.
3. Understand how technology will affect individuals and their present and future life.
4. Develop a working definition of science fiction and use it in critical evaluation of selected works.
5. Exhibit increased competence in more advanced reading, writing, listening, viewing and speaking skills.
6. Locate information in the media center to use for research reports and projects.
7. Follow oral and written instructions for using media material and equipment.
8. Select and use materials and equipment appropriate for classroom assignments.
9. Design and produce media to present research information.

MATERIALS:

Filmstrips	Bulletin Boards	Cassettes
Stories	Records	Handouts
Novels	Posters	Cameras (Slides)
Notebooks (journals)	Video tapes	Lettering tools
Transparencies	Films	Opaque projector

ACTIVITIES:

Required:

1. Read at least one novel and join in a group discussion of the novel. Choose from these: I,ROBOT, CHILDHOOD'S END, THE GODS THEMSELVES, SPACE ODYSSEY 2001, BRAVE NEW WORLD, 1984, THE MARTIAN CHRONICLES, THE INHERITORS, THE TIME MACHINE, FAHRENHEIT 451, ILLUSTRATED MAN, or STRANGER IN A STRANGE LAND.

2. Write an essay on the topics below (as assigned):
   - Schools of the Future
   - Libraries of the Future
   - Family Life of the Future
   - The "global village" concept and national identity
   - Harmful Effects of Technology

3. Choose a topic for library research. (See handout)

4. Prepare a scientific project based on research done during unit. See next section for suggestions.
5. Participate in group and class activities.

SOME SUGGESTIONS FOR PROJECTS:

1. Choose another planet in the solar system and describe the kind of life that would exist there. Consider the possibility of migration to that planet from earth.

2. Write a short story in which you take some present problem and project it into the future. Use the techniques of science fiction.

3. Present a "fashion show" of costumes for the future. Comment on the styles and materials. (Could do a video tape of show or use transparencies to present the styles)

4. Build a model home. Justify the design based on as much scientific research as possible.

5. Prepare a time capsule to be opened 2084. Explain why each article deserves a place in the capsule.

6. Choose a short story and write it as a play. Present it to the class.

7. Prepare a booklet of biographical sketches of ten science fiction writers. Include short biography and illustrations.

8. Make a science fiction dictionary. Prepare a series of vocabulary tests based on the entries.

9. Develop a learning center for this unit. Include audio.

MEDIA CENTER ACTIVITIES:

1. Orientation to resources and services available with hints and ideas for bringing projects alive.
2. Sources of information and research.
3. Media equipment and uses: Video tapes, cassette tapes, opaque projectors, filmstrips, records, slides, lettering tools, television studio, etc.

CLASS ACTIVITIES:

1. Reading and discussing science fiction short stories and literary elements.
2. Writing essays based on readings and discussions.
3. Presentation of projects and research reports; oral book reports.
4. Taking notes, viewing films and filmstrips, listening to audiotapes.

EVALUATION:

1. Class participation
2. Discussion of assigned book
3. Use of media in preparation and presentation of project
4. Compositions
5. Tests and quizzes on unit concepts and novel

LESSON DESIGN FORMAT

The following is a sample lesson design format for introducing media skills to secondary students. It could be used with different subject matter and adapted for use at any level. The media skills lesson in this sample will be discussed during the session.

OBJECTIVE(S): The student will use SIRS (Social Issues Resources Series)--SCIENCE to locate information about a current subject.

The student will locate and compare information from two different current sources.

The student will cite these sources correctly in footnote and bibliographic format.

CURRICULUM (subject area) OBJECTIVE: This activity may be used in connection with a science unit focusing on current scientific research.

RESOURCES: Locally produced videotape, activity sheets and study guide folder, and SIRS INDEX, CROSS REFERENCE GUIDE and Notebooks of SIRS articles.

INSTRUCTIONAL ROLE: The library media specialist will introduce SIRS and teach the students the procedure for locating SIRS articles. Both the library media specialist and the classroom teacher may cooperatively assist the students with this assignment and activity.

ACTIVITY AND PROCEDURES FOR COMPLETION: The library media specialist will provide the students with a review of the READERS' GUIDE another source for locating current information with which they are already familiar. The media specialist will play the videotape and check for understanding with a frame (fill-in the blank) exercise which will be graded.
Transparencies will then be used to reinforce students' understanding of using the Index and Cross Reference Guide booklets to locate articles in SIRS.
Students will complete the activity sheets on each concept presented including an exercise on citing SIRS correctly using the information folder as a guide.

EVALUATION: Students will locate two articles in SIRS--SCIENCE on a current subject assigned by the teacher. Students will compare the information in these two articles in a two page paper and write footnotes and bibliographical entries for the information.

FOLLOW-UP: The student may:

* Use information from a SIRS-SCIENCE article as one source in a research paper which the teacher will assign later.
* Locate information from a regular SIRS volume for an oral presentation on a related science topic, i.e. drugs, alcohol, health.

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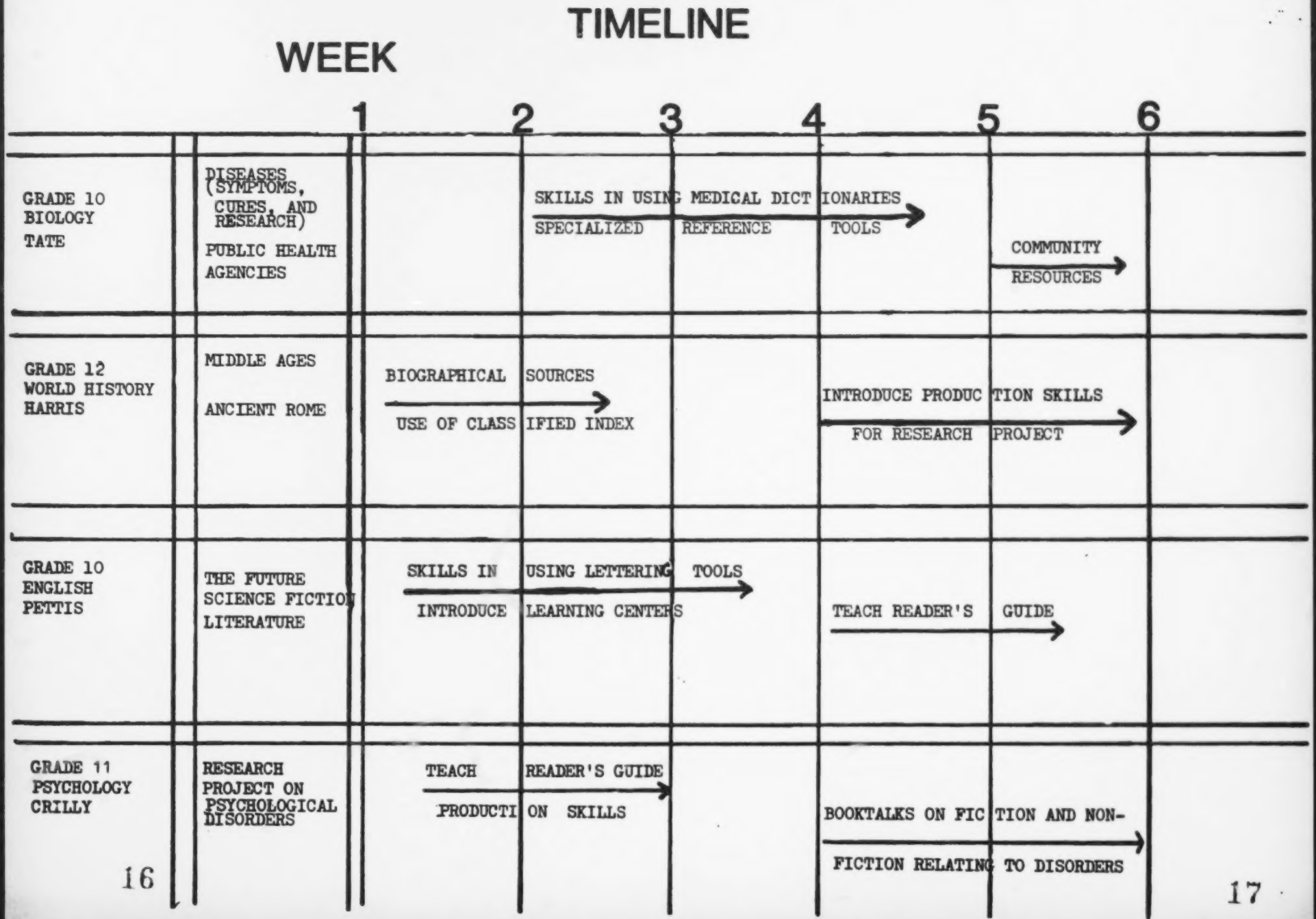
East Mecklenburg High School

TIMELINE


WEEK
1
2
3
4
5
6
GRADE 10
BIOLOGY
TATE
DISEASES (SYMPTOMS, CURES, AND RESEARCH)
PUBLIC HEALTH AGENCIES
SKILLS IN USING MEDICAL DICTIONARIES
SPECIALIZED REFERENCE TOOLS
COMMUNITY RESOURCES
GRADE 12
WORLD HISTORY
HARRIS
MIDDLE AGES
ANCIENT ROME
BIOGRAPHICAL SOURCES
USE OF CLASSIFIED INDEX
INTRODUCE PRODUCTION SKILLS
FOR RESEARCH PROJECT
GRADE 10
ENGLISH
PETTIS
THE FUTURE
SCIENCE FICTION
LITERATURE
SKILLS IN USING LETTERING TOOLS
INTRODUCE LEARNING CENTERS
TEACH READER'S GUIDE
GRADE 11
PSYCHOLOGY
CRILLY
RESEARCH PROJECT ON PSYCHOLOGICAL DISORDERS
TEACH READER'S GUIDE
PRODUCTION SKILLS
BOOKTALKS ON FICTION AND NON-
FICTION RELATING TO DISORDERS

TEACHER'S UNIT PLANNING SHEET

SUBJECT_____

UNIT TITLE_____

UNIT OBJECTIVES

AVAILABLE RESOURCES

1. Reference books related to unit:

_____

_____

_____

_____

_____

_____

2. Books from the general collection related to unit: (attach sheets if necessary)

_____

_____

_____

_____

_____

_____

3. Audiovisual materials related to unit:

_____

_____

_____

_____

4. If materials are not available, please list titles or areas needed.

_____

_____

_____

_____

_____

5. Magazine articles related to unit:

_____

_____

_____

_____

6. Community resources related to unit:

_____

_____

7. Production activities to correlate with unit:
(learning center, transparencies, sound/slide, file folder activities, video tape, audio tape, other)

_____

_____

_____

MEDIA CENTER PLAN SHEET

TEACHER_____ SUBJECT_____

DATE_____ TIME_____

PURPOSE OF VISIT_____
(Research, book check-out, magazine use, etc.)

*REQUESTS OR SUGGESTIONS FOR MEDIA STAFF: (EX. Reserve materials, prepare bibliography, teach READER'S GUIDE, videotape class projects, etc.)

_____

_____

_____

_____

_____

If you wish reserve materials or a bibliography, please suggest areas or topics, etc. and give any special instructions. Use space below.

_____

_____

_____

_____

_____

Comments from media specialists:_____

_____

_____

_____

_____

*Please give this sheet to your media specialist a few days in advance of your visit.

MEDIA/CURRICULUM PLAN SHEET
1983-84

TEACHER_____ GRADE LEVEL_____

SUBJECT_____ GRADING PERIOD_____

Please give a 2-3 line description of what you plan to cover during a specific grading period. The media specialists will provide you with a bibliography of print/av materials that might be helpful. We will also notify you when new materials arrive that would be of interest to you. (You may use key words or phrases to describe your course plans.)

_____

_____

_____

_____

_____

If you have specific requests for services, please list them below. (Reserve materials, teach library skills, etc.)

_____

_____

_____

_____

_____

Comments from media specialists:_____

_____

_____

VIDEOTAPING

If you wish the media center to videotape a class presentation, a program off-air, etc., please complete the following:

_____Videotape a class presentation in your room.

_____Videotape student projects in media center.

_____Videotape guest speaker in room.

_____Videotape guest speaker in media center.

_____Videotape program off-air.

_____Other.

DATE OF TAPING_____ TIME OF TAPING_____

SPECIAL INSTRUCTIONS:_____

_____

_____

Comments from media specialists:_____

_____

_____

TEACHER'S NAME_____ CLASS_____

ROOM NUMBER_____

BROADCASTING/VIDEO PLAYBACK

If you wish the media center to broadcast a videotape to your classroom or reserve a video player for use in your classroom, please complete the following:

_____Broadcast tape to classroom

Tape size_____(½ or 3/4 inch)

* Speed_____

Date_____

Time_____

_____Reserve video player for classroom

Tape size_____(½ or 3/4 inch)

* Speed_____

Date_____

Time_____

Comments from media specialists:_____

_____

_____

_____

TEACHER'S NAME_____ CLASS_____

ROOM NUMBER_____

* 1. Extended play 2. Long play 3. Standard play

MEDIA/CURRICULUM COORDINATION: A BIBLIOGRAPHY

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